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ABSTRACT

The final report on the education and needs of women at Wellesley College contains thirteen parts, including: curricular programs, continuing education programs, curriculum extension, degree programs, community service, women's role in society, career counseling, practical experience, role models, faculty, older students, alumnae and men on campus. Recommendations include: financial aid for continuing education, redefinition of time to complete the B.A. degree, more community services, additional special lectures, coordination in student career counseling, more female faculty, more contact between students and alumnae, and further coordination with men's colleges. (Author/PG)

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September, 1970

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FINAL REPORT ON

THE EDUCATION AND NEEDS OF WOMEN

> Wellesley College desires to take the foremost place in the mighty struggle. All our plans are in outspoken opposition to the customs and prejudices of the public. Therefore, we expect every one of you to be, in the noblest sense, reformers.
>
> Henry F. Durant, 1890

INTRODUCTION

Mr. Durant's "revolution" might be expressed in contemporary terms as the creation of a society in which women could attain the capacity for doing good beyond the circle of their immediate families. The first requirement for young women to be able to serve the larger community was to learn about the world outside themselves, which could be achieved by making available to women the kind of education traditionally available to the men who assumed the influential roles in society. A few universities and colleges in this country admitted a small number of women students, but in order to attract other than those few pioneers in every generation who stride with confidence across established bounds, it was necessary to set up a residential community to provide the social framework, environment, and physical comfort that young women were accustomed to at home. The college differed from the home in that it gave access through reading, research, and instruction the opportunity to discover a world not yet made immediate by telephoto and television, to look beneath a surface that archeology and science were only beginning to penetrate, to become acquainted, in an era when travel was uncomfortable and relatively expensive, with people who had come from different backgrounds and cultures.

If the success of a revolution could be best demonstrated by its institutionalization, it would be possible to say that the "mighty struggle" had been waged triumphantly. Wellesley College ranks high in all attempts to rate academic institutions. Each place in the freshman class draws more than four applications from the best female high school students; the degree of alumnae support provides strong indication of satisfaction. With alumnae aid the college endowment has grown from almost $600,000 in 1901 to $84 million (book value) at the end of fiscal 1968-69; the organization of the alumnae association sets standards for other institutions. Wellesley education seems to have served well Mr. Durant's intended purpose. Wellesley graduates (as demonstrated by the alumnae survey of 1964) have consistently been active in social service; they exceed or match the

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national average for women earning higher degrees.[1]

But some of the facts cited above can also be read negatively. The fact that many well-qualified secondary students do not apply to Wellesley may indicate that the positive aspects of women's education have not been sufficiently illustrated.[2] The pursuit of graduate study is an encouraging index of alumnae intelligence and perseverance, but it also may reveal certain inadequacies in the present educational program. In most professions the B.A. is no longer the terminal degree.[3] The increasing complexities of community work demand sophisticated services even from volunteers. The fact that Wellesley produces only a few more doctors, lawyers and professors than it did at the turn of the century seems surprising, in view of the longer life span and greater comfort guaranteed to women by today's technology.[4] The traditional alternatives of housewife-volunteer or spinster-professional hold little appeal for the majority of today's undergraduates, who plan to combine marriage with professional careers.[5] Questionnaires and interviews reveal among both college students and women returning to careers a pervading sense of confusion and isolation over possible conflicts among their responsibilities. The "mighty struggle," at least in the eyes of present combatants, is still in progress. The accelerated professionalism and technology of the 1970's demand renewed leadership in women's education.

CURRICULAR PROGRAMS

If Wellesley's primary purpose were to serve the small numbers of women who complete graduate study and enter immediately into the continuous practice of a profession, only routine adjustments in the present curriculum would be necessary. Educational institutions throughout the country readily accommodate students who are able to work through the degree sequence without interruption and who can devote full time and the energies of youth to their chosen fields. But most women are prevented by the natural pattern of their lives from studying or working steadily through the years in which men generally receive their formative professional training. As a result, women college graduates have tended to work

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[1] Alumnae surveys seem to show that Barnard and Mt. Holyoke graduates fall considerably below the national average.

	M.A.	Ph.D.
1960 nat. avg.	33.8%	11.6%
1964 Wellesley	40.0	10.0
1962 Mt. Holyoke	17.0	3.0
1961 Barnard	25.0	7.0

Statistics in all cases are incomplete; they are based on a less than 100% sample. Data are not available for the other colleges in the "Sister Seven" association.

[2] See report on the Commission's Secondary School Survey, December 12, 1969.

[3] Of possibilities in the existing curriculum only a B.A. with certification for teaching permits direct entry into a profession. Interesting documentation of this problem appeared as early as the 1951 alumnae survey in the statistics on major choice (one out of four felt she would choose differently) and in concern over adequate preparation for careers in education. The 1970 student survey shows that only 13.9% of present Wellesley undergraduates intend to stop with the B.A.

[4] The national statistics are also discouraging. More women in 1930 earned M.A.'s (40.4%) and Ph.D.'s (15.4%) than in 1966 (33.8 and 11.6, respectively). [J. Osofsky and H. Feldman, "Fact Sheet on Women" (Cornell University 1969)].

[5] Only 10% of the present undergraduates indicated marriage only as intended plans for after graduation. Ambiguity in the phrasing of the question could mean that the actual percentage was somewhat lower.

in fields which require little or no professional training, and/or to participate in the extensive volunteer force that serves most educational and community institutions.

Continuing education

Wellesley, while still placing primary emphasis on the needs of full-time students 17 to 22 years old, began some years ago to meet the requirements of older women seeking to continue their education. Since 1964 the Wellesley College Institute in Chemistry (supported by the National Science Foundation) has provided opportunity for women to earn a master's degree on a part-time basis. The College's new continuing education program has attracted over one hundred inquiries and accepted thirty candidates to begin part-time study this fall towards a B.A. and for retraining. However, a marked decline in the number and quality of applications for the Chemistry Institute this year indicates that only relatively few well-qualified older women students in any one decade may be interested in pursuing serious academic study.[6] The limitations of the market may indicate that the continuing education program need not be expanded much beyond its present capacity. However, it should be observed that unless financial aid is made available to part-time students, there will be little diversity in the background of applicants to this program. This year two candidates accepted by the Board of Admission decided not to come because they could not afford the cost of tuition. The absence of financial aid also discouraged applications from a number of other well-qualified applicants. Availability of grants covering tuition (set at $300 per course) for up to 20% of accepted candidates would help meet the requirements of these well-qualified but less affluent women.[7] Candidates, particularly in the 21-30 age bracket, might also be encouraged to apply by the availability of evening classes and by the presence of an infant and child study center, not simply because their children might be able to be enrolled in such a center, but perhaps primarily because the existence of such a center would make them feel that

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[6] A similar trend is visible in the fellowships awarded by the Radcliffe Institute: the original intention had been to attract women who had earlier demonstrated a high level of professional expertise which they had for some years omitted to practice. However, fellowships in the last two years have been awarded primarily to women who already have some university connection (women professors or teachers on sabbatical, or faculty wives).

[7] In general, mothers will spend money on the education of everyone in the family except themselves. In the Wellesley College Institute in Chemistry, the National Science Foundation provided free tuition and grants of up to $1500, which were intended to cover the baby-sitting and housekeeping costs necessitated by long working hours in the laboratory. However, for the majority of continuing education students, who will not be concentrating in the laboratory sciences (a trend parallel in the fields chosen by applicants to the Radcliffe Institute Fellowship Program for Part-time Graduate Study), tuition and book grants alone may suffice. The successful part-time graduate study program at the Radcliffe Institute has operated on this basis since its inception three years ago. At Wellesley, grants of up to $1500 would cover cost for half-time study, with a total cost to the College of up to $9000 in the first year if applications continue at the present rate (fellowships for 20% of 30 students). In subsequent years the availability of financial aid would probably increase the number of qualified applicants.

Wellesley was interested in the whole of a woman's life, in other words, that they too "fitted in."[8]

Curriculum extension

Courses in fields where the requisite professional degree can be obtained in two years or less would also serve the needs of older women. Young undergraduates also profess considerable interest in master's degrees in the field of education. However, the small size of the older applicant pool argues against the establishment of programs in library science, social work, and in the paramedical professions, fields in which women of conventional college-age express less interest.[9] Until there is a significant shift in undergraduate career plans, it seems reasonable to rely on the considerable resources of other Boston area institutions.

Degree programs

Another ready means of helping our educational program better suit the pattern of most women's lives is to permit more rapid progress through existing degree programs. Acceleration, that is, attainment of the B.A. in less than the normal four years, is already possible under the present system. Much of the existing red tape could be removed by changing existing legislation to read "The normal time for earning the degree is three to five years" and by providing administrative encouragement for students electing to complete their work more quickly.[10]

Special departmental programs permitting students with advanced placement or with summer credits to complete both B.A. and M.A. in four years could be developed under the present system. In addition the availability of M.A.T. and M.A.C.T. programs at Wellesley would provide direct access to a field entered by

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8 Continuing education students seem particularly concerned about their "otherness" in the college scene. One of the most important functions a continuing education program (or any association of professional women) can perform is to ease this pervading sense of isolation; see A. E. Siegel, "Education of Women at Stanford University," The Study of Education at Stanford: Report to the University (Stanford 1969) VII 93, and Women in the University of Chicago: Report on the Committee on University Women (Chicago 1970) 19. Most applications to the Wellesley continuing education program come from women in the 31 to 45 age group.

9 30.1% of the undergraduates who answered the student questionnaire indicate that the M.A./M.S. (undifferentiated by field) was the highest degree they intended to obtain. A program for nurses' training sponsored jointly by Radcliffe College and the Mass. General Hospital attracted few Radcliffe undergraduates in its ten years of existence (it was dropped by Radcliffe in 1964).

10 Wellesley College, Articles of Government, Book II, Art. I, Sec. 1. Under the present system, students wishing to accelerate must petition Academic Review Board and secure special approval of their plans from their dean and from their major department. The feeling that a four year stay is requisite for intellectual development and maturity has no statistical support.

a large number of graduates. Programs sharing the facilities of neighboring institutions (like the proposed coordination with the Boston Theological Institute or the New England Medical Center) would permit upperclassmen to reduce the long training necessary for advanced degrees. The possibility of coordinate programs with Boston-area industry should continue to be investigated.[11]

Community service

A third important way in which the College can better serve all its graduates is by providing training for effective community service. The idea of preparing college-educated men and women for work (paid and volunteer) that will be demanded of them by their communities and their governments has received relatively little attention in educational planning, although the social potential of such work is incalculably great. Women, in particular, seem to prefer occupations that enable them to provide direct help to other people.[12] Moreover, practical acquaintance with existing community services serves as a valuable supplement to the theoretical and historical information provided by courses in the social sciences. Existing programs like the Washington Internship and the East Boston-Wellesley project are examples of working experience that relates directly to the curriculum. The proposed program in suburban studies, with increased opportunity for volunteer work in the town of Wellesley, could serve a particularly valuable function, since it would enable students to examine objectively the type of community from which many of them come and to which many of them will ultimately return.

Women's role in society

It is more difficult, however, to determine what curricular means can be employed to increase awareness among our students about the nature and responsibilities of women's role in society. The special courses on women's civil rights movements, literature by women, and the sociology of women offered at a number of coeducational schools seem intended to provide counseling services as well as factual information to students often in desperate need of advice and moral support. The special Commission subcommittee on the education and needs of women initially expressed much interest in the concept of a special Institute on Women. But after considerable reflection the subcommittee members independently and unanimously concluded that a formal research organization would not fulfill the needs it was intended to serve. It was observed that the problems of women mirror, rather than refract, the problems of the larger society, and therefore did not constitute an independent discipline, in other words, that study of the role of women must almost immediately include study of the role of men, and that the recent interest in women's rights can be best interpreted in the context of the entire civil rights movement. Student members of the subcommittee felt that an immediate response in the form of service (information, counseling) would be more functional than accumulation of scholarly statistics. On the other hand, it seemed important for the College to commit itself more positively to improving women's position in society and understanding of their true capabilities. A ready means of increasing awareness seemed to be available in the existing

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[11] The College has received from Career Development International, Inc. of Newton a proposal for course work and training in cooperation with Boston industries; however, no cost data is presently available.

[12] J. Katz, "Career and Autonomy in College Women," Class, Character, and Career: Determinants of Occupational Choice in College Students (Stanford 1969) 137.

curriculum, in courses that dealt in large measure with women's problems.[13] But the most significant contribution, in the subcommittee's view, would come through lectures, information, and public statements by officers of the College about the social forces affecting women, and expansion of discussions of the problems of choosing and managing a career (see Extracurricular Programs, below).

EXTRACURRICULAR PROGRAMS

Career counseling

The Wellesley College Career Services office can be objectively rated as one of the finest in the nation. However, the results of the 1970 student survey confirm the Career Services office's own opinion that its facilities are underutilized.[14] At the present time young women seem particularly uncertain about the nature of women's role, because of the diminishing value placed by society on the institutions of marriage and the family. As a result, decisions about career are postponed by many students until their senior year or even later. There is also a tendency among today's students to place less value on professions that are not oriented toward community service. The natural desire of faculty to see students pursue graduate study in the academic disciplines has caused students to disregard (or even not to voice) interest in careers outside the field of secondary and university education.

A first step in remedying this potentially destructive situation would be to improve coordination among the various departments concerned with counseling, i.e. the deans, the chaplain, Career Services, Health Services, and department chairmen. The conventional administrative set-up that separates faculty from administration and administrative departments from each other has been cited as outmoded in recent studies of career (and non-career) motivation among college women.[15] More information should be available to members of the community about existing services: many faculty and faculty advisors are not aware of the existence of the Career Services library or of the file of alumnae throughout the country involved in various professions. Such information might effectively be promulgated through a descriptive handbook, since the annual reports provided by individual offices seem always to assume previous acquaintance with the nature of their services. Small discussion meetings (rather than the traditional open houses or formal lectures) involving persons responsible for advising would provide opportunity to fill informational gaps and to discuss common problems. Since

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13 To be offered in 1970-71: Eng. 150(1)b, Women Writers and Women's Problems, Mrs. Spacks; Psychology 303 (1) (2), the Psychology of Women, Mrs. Alper, Mrs. Schnitzer; Sociology 221 (1), Family and Community, Mr. Restivo; Soc. 311 (2), Personality and Culture (including child training, role learning), Mrs. Henderson.

14 Students answering the questionnaire cited "no one" as primary source of "the most help in discussing problems related" to their choices of career (36.5%). Other sources of influence, in order, were: other students (21%), a member of their major department (18.7%), a member of their family (12.3%), a member of a different department (4.1%), the Career Services office (2.2%), a dean (1.6%). Seniors used the Career Services office somewhat more (7%), freshmen were slightly less independent of their deans (1.6%). It is discouraging to learn that over half the students responding to the survey relied on the advice of those least qualified to give it.

15 See Katz (note 12) 134-138, 143-145.

students tend to bring most of their career choice problems to individual instructors (not just chairman and major advisors) the whole faculty must share the responsibility for providing informed and balanced advice.

Practical experience

But it is also an educational fact that abstract information needs validation in experience. Experience, in the case of career choice, can be direct (a summer job, part-time work during the school year) or vicarious (close acquaintance with the experiences of others). Providing the first type of experience in the context of a demanding college year has proved difficult. Practice teaching, one of the most valuable means of "applying" what one has learned, cannot easily be accommodated to the present college schedule; the proposed M.A.T. summer program provides a reasonable alternative; scheduling of courses elected by seniors in the late afternoons and evenings (hours least favored by faculty) would be another. Increased opportunity for students to participate in tutorial work within the College (as presently possible in courses like Economics 355 and Political Science 350) should be provided. The possibility of internships with nearby business concerns should continue to be investigated. In general departments should make every effort to bring their students into closer contact with the world of work.[16]

Role models

Still, for women, learning about the nature of employment is only the initial step in choosing a career. For most women, and especially for married women, more crucial determinants are location and the circumstances of family life. Unfortunately it is in this important area that the least information is available. The most insistent questions about the effect of women's careers on husbands, children, and even parents, can be answered (in the absence of comprehensive research) only on an individual basis. In this respect "role models" are particularly helpful; in observing older women around them, students can become acquainted with the advantages and disadvantages of combining marriage, children, or the absence of these, with a career.

Faculty

The high percentage of women on the faculty and administration at Wellesley is particularly commendable in this respect; of the 1970-71 officers of instruction, 55% are women, in contrast to 36% at Smith or to 43% at Bryn Mawr in 1969-70, not to mention the notoriously low percentage at coeducational schools like Harvard (13.5%, with almost all in the junior ranks), Stanford (5%), Chicago (7%), or even Swarthmore (19%).[17] The high percentage of women on Wellesley's senior faculty (58% as opposed to Smith's 28%, Bryn Mawr's 29%, Harvard's 0.42% and

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16 On the problem see Katz (n. 12) 148. Results of preliminary investigation of employment opportunities in the Boston area conducted by Mrs. Stanley Feldberg for the subcommittee have been forwarded to the Career Services office.

17 Sources of information: Wellesley College Catalogue (proofs) for 1970, 1969-70 Smith, Bryn Mawr and Swarthmore catalogues (data analysed by Commission office); "Preliminary Report on the Status of Women at Harvard " (March 9, 1970); Siegel (note 8) 85; Women in the University of Chicago (n. 8) 1-2. One of the two women full professors at Harvard (in the 2495-man Faculty of Arts and Sciences) occupies a chair that can only be held by a woman.

Swarthmore's 7%) provides the strongest evidence of a consistent effort to avoid the discrimination practiced in the larger society and even at other women's colleges.[18]

However, it may become increasingly difficult to approximate a 50-50 ratio of men to women if the proportion of Ph.D.'s awarded to women continues to decline.[19] Another adverse factor is the present appointments system, which is designed to conform to the full-time, generally uninterrupted progress that can be expected from men. Part-time appointments are available for the visiting professors, and for instructors or lecturers, but there is no existing policy for awarding long-term contracts or professorial rank to deserving instructors who can continue only on a part-time basis. The principal arguments against regularized part-time appointments have been concerned with distribution of administrative work, since part-time instructors are not asked to serve on committees and do not always participate in department functions. However, clear stipulation that long-range part-time appointments involved service on Departmental Committee A, supervision of 350 and 370 projects, and in the case of half-time or more, eligibility for nomination to certain faculty committees, would prevent overburdening of the full-time faculty. Regularized part-time appointments would be of particular (but not exclusive) assistance to women with very young children, who seem to constitute the most influential role-models for women college students.[20]

Another discriminatory facet of the present appointments system is the so-called nepotism rule, which prevents employment of both husband and wife (on a full- or part-time basis) in the same department. (Articles of Govt., Book I, Art. VIII, Sec. 1c.) In practice such rules have generally resulted in the dismissal or non-appointment of the women who marry within their fields.[21] Diversity in departmental control might be served as effectively by restricting membership on Departmental Committee B (the committee which makes recommendations on appointments) to one member of any given family (including parents/children and siblings, who are not mentioned in Wellesley's present nepotism rule). Facilities for child care, such as the proposed Child Study Center, would provide further means of attracting and keeping on the faculty the growing number of young women who wish to combine family and career.

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[18] Care must also be taken to avoid sexual discrimination on a departmental basis. As far as women are concerned, Wellesley's record is exceptionally good. At present only one department, Religion and Biblical Studies, has significantly more men than women (9 to 1), but this reflects the effects of a system of training (B.D., then Ph.D.) in a field which is now being modified to include other types of degrees. On the other hand, there are no men in the German or Russian departments at Wellesley, in contrast to evenly balanced corresponding departments at Smith and Bryn Mawr. It should be observed that the respect of men is an essential factor in career achievement; see Katz (note 12) 130, 132.

[19] U. S. Bureau of Labor Statistics, quoted in Osofsky and Feldman (note 4) 1. In 1930, 15.4% of all Ph.D.'s were women; in 1940, 13.0%; in 1950, 9.6%; in 1966, 11.6%.

[20] Siegel (n. 8) 97.

[21] Women in the University of Chicago (n. 8) 6; Siegel (n. 8) 87. The Chicago rule has recently been abandoned.

Older students; alumnae

Students in the continuing education program, some of whom will be only a few years beyond traditional college age, can provide important illustrations of the different ways in which it is possible to approach education and career. Young alumnae (including housewives) should come to the campus to talk about their work; the Career Service office's plans for informal meetings and dinners this fall may provide a pattern for increased alumnae-student contact. A system of informal internships with alumnae in other areas of the country and in fields other than education would be of particular service in helping serious students see what an actual day-in-the-life-of was like: the existing files of the Career Services office could readily provide the basis of such a network. A special program to bring famous alumnae to Wellesley for a two or three day visit would provide opportunity for students to talk with women who have solved some of the problems students and younger faculty are in the process of formulating. In general every attempt to increase student-alumna contact, to bring local alumnae to campus for occasional meals or cultural functions, should be encouraged.[22]

Men on campus

The Commission has already expressed interest in making extensive use of coordinate programs like the M.I.T.-Wellesley and Twelve College Exchanges, and the proposed exchange with Dartmouth. The 1970 student survey confirms that Wellesley students believe that the presence of men on campus will improve the educational, social, and cultural life on campus. While the data supporting the first belief tend to be impressionistic, there seems to be little doubt that at coeducational and closely coordinated colleges a more "normal" social life is possible and cultural events are better attended (especially on weekends).[23] The presence of male students may also provide an indirect means of encouraging women to choose more diverse and ambitious careers. The recent study of career choices among women at Stanford University and San Jose State College conducted by Joseph Katz and associates indicated that a critical factor in determining career choice was the approval of male contemporaries.[24] This finding could be taken as an argument for coeducation, but since women graduates of coeducational schools do not seem to use their education more constructively than graduates of the women's colleges, it does not seem justifiable to view coeducational situations as inherently more supportive of women's career aims.[25] The universal tendency of coeducational schools to place primary emphasis on the education of men, as evidenced by the disproportional ratio of men to women among students and faculty, and in administrative posts and in student organizations, has not encouraged the majority of women

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22 See Final Report of the [Wellesley] Student-Alumnae Study Committee (10/14/69).

23 The widely-cited report on men at Vassar by Prof. Dwight Chapman is based on a statistically insignificant sample. Other studies of male/female learning differences deal principally with primary grades; see Commission Report on the Cedar Crest Conference (9/18/69) 3.

24 Katz (n. 12) 132. It is interesting to note that fathers seem to encourage their daughters to enter more ambitious careers than do mothers, p. 130.

25 A. Rossi's suggestion in "Sex Segregation and the Women's Colleges" (Lecture at Wellesley 3/11/70) 3 that "training in leadership positions provided at a women's college might argue well for becoming a leader in women's organizations: the League of Women Voters, book or garden clubs," is not based on formal research.

co-eds to assume other than traditional roles.[26] An educational system which consistently permits women to hold positions of leadership can serve as a better means of encouraging men to estimate more fairly women's intellectual and vocational capacities. The present and proposed coordinate programs should provide a uniquely constructive atmosphere at Wellesley.

CONCLUSION

Implementation of the programs described above cannot guarantee immediate or even eventual victory in the mighty struggle described by Mr. Durant almost one hundred years ago. But they can enable the College to serve as a model in women's education for other colleges and universities.

Summary of recommendations

Financial aid for continuing education (p. 3)
Redefinition of "normal time" to complete B.A degree as 3 to 5 years (p. 4)
Encouragement of programs leading to B.A./M.A., M.A.T., or M.A.C.T. conjointly (p.4)
Establishment of M.A.T. or M.A.C.T. program (pp. 4-5)
More opportunity for participation in community services, on both a curricular and extracurricular basis (p. 5)
Special lectures, information, and public statement about social forces affecting women (p. 6)
Greater coordination among offices and staff concerned with student career counseling (p. 6)
Faculty cooperation with Career Services office concerning career counseling (pp. 6-7)
Maintenance of high proportion of female faculty (pp. 7-8)
Regularized part-time appointments (p. 8)
Modification of nepotism rule (p. 8)
Increased contact between students and alumnae (p. 9)
Increased coordination with men's colleges (p. 9)

The Commission is especially grateful to the members of its subcommittee on the education and needs of women: Abigail Bacon '72, Anne Noland Baybutt '44, Theodora Lehrer Feldberg '48, Joan Lister '71, Eleanor L. McLaughlin '57, Elizabeth J. Rock, Helene Kazanjian Sargeant '40, Anne-Marie Tardif '70, and Christine Wing '71.

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[26] Information solicited by the Commission from Carleton, Earlham, Oberlin, Reed, and Swarthmore colleges confirms that most of the important student offices in coeducational schools are held by men. Women seem to be represented on the governing committees of most college organizations but usually as secretary or as subordinate officers. At Carleton this pattern has caused women to lose interest in running for college office. Acting Dean Bechtel of Oberlin reports that rigorous efforts to find women prepared to participate in student-faculty committees and student leadership positions have failed, with the result that Oberlin women have virtually no political power and must refer all their concerns to the dean of women.